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| Last updated: | <May 2024> |

**JOB DESCRIPTION**

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| Post title: | **Associate Professor in Neuroscience** |
| Standard Occupation Code: (UKVI SOC CODE) | 2311- Higher education teaching professional |
| School/Department: | School of Biological Sciences |
| Faculty: | Faculty of Environmental and Life Sciences |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*ERE category: | Balanced portfolio |
| Posts responsible to: | Head of School |
| Posts responsible for: | Research staff and postgraduate students within own research programme |
| Post base: | Office-based/Non Office-based (see job hazard analysis) |

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| Job purpose |
| To undertake research in line with the School/Department research strategy surrounding systems neuroscience, to teach at undergraduate and postgraduate level, and to undertake leadership, management and engagement activities. |

| Key accountabilities/primary responsibilities | % Time |
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|  | Plan and coordinate a broad research programme and activity in an area of recognised excellence for the University. Act as principal investigator on projects, responsible for defining original research objectives, developing and managing staff, and attracting funding through bids and reputation. Develop and oversee the application of innovative and creative research methodologies and techniques that add to the knowledge/understanding of the subject area. | 40% |
|  | Develop and sustain a national and international reputation for research and the enhancement of learning and teaching practice by the regular dissemination and explanation of findings through leading peer-reviewed publications, major conferences, or exhibiting work at other appropriate events. Engage in external academic activities in accordance with the School/Department research strategy and which enhance the School/Department national/international research profile, e.g. membership of committees of academic bodies, external examining, journal editorships, etc. |
|  | Manage administrative tasks associated with specified research funding, including risk assessment of programme activities, leading project meetings and preparation of annual reports. Management of procedures required to ensure accurate and timely formal reporting and financial control. |
|  | Contribute to the development of teaching and learning activities of the School/Department. Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars.  | 40% |
|  | Take responsibility for overseeing, developing and promoting fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students. Directly supervise students, providing expert advice on learning best practice and helping with learning problems. Identify the learning needs of students and define learning objectives. Promote the use of appropriate media to support student learning. Set and mark coursework and exams, providing constructive feedback to students.  |
|  | Design, develop and deliver an innovative range of programmes and study, sometimes for entirely new courses at various levels. Take responsibility for the quality of the design of existing courses and programmes, continually monitoring, evaluating and revising them to ensure excellence and coherence, identifying areas where current provision is in need of revision or improvement. |
|  | Contribute to the development of research, teaching and learning strategies in the School/Department. | 20% |
|  | Provide expert advice and subject leadership to other staff and students, including research supervision. |
|  | Take on appropriate School/Department coordinating roles to advance student academic development, e.g. act as Senior Tutor, Head of Teaching Programme, Coordinator of Programmes at undergraduate or postgraduate levels, etc. |
|  | Represent the School/Department/Faculty/University in the disciplinary community externally. |
|  | Any other duties as allocated by the line manager following consultation with the post holder. |

| Internal and external relationships |
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| Member of the School/Department Board, Examination Board and of such School/Department committees relevant to their administrative duties. The post holder will take a leading role in the setting of strategic objectives for the research theme of which they are a member. Teaching and administrative duties will be allocated by the Head of School/Department, within the context of the teaching programmes agreed by the School/Department Learning and Teaching Committee. |

| Special Requirements |
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| To attend national and international conferences for the purpose of disseminating research results.To be available to participate in residential fieldwork, in the UK or overseas, according to own area of subject specialism. A normal expectation would be of one such course per annum. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in neuroscience or a related discipline.Knowledge of the development and application of contemporary methods in neuroscience to further our understanding of health and disease. Teaching qualification (PCAP or equivalent)Well-established national and international reputation in neuroscience. Extensive track record of teaching at undergraduate and postgraduate level. Extensive track record of developing and disseminating successful learning approachesExtensive track record of published research | PhD in the field of systems neuroscienceMembership of Higher Education AcademyExperience in the use of cutting-edge approaches to advance the field of systems neuroscience Involvement in national and international events | CV/Interview |
| Planning and organising | Proven ability to plan and shape the direction of an area of research and teaching activity, ensuring plans complement broader research and education strategyProven ability to develop innovative research proposals and attract research fundingProven ability to plan, manage, organise and assess own teaching contributions. Proven ability in the design of course units, curriculum development and new teaching approaches in the School/Department, taking primary responsibility for their qualityAble to contribute to the development of research and teaching policy within the School/Department | Able to build research/teaching teams |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within own field in response to intractable issues of importance to the research area |  |
| Management and teamwork | Able to mentor, manage, motivate and coordinate teaching/research teams, delegating effectively. Able to resolve performance issues and formulate staff development plans, where appropriate, to ensure team aims are metProven ability to manage and deliver own course units and team-taught course units Proven ability to coach, advise and support others (staff and students) on learning and teaching issues.Able to foster and develop good relationships between own School/Department and the rest of the university. Able to work proactively with senior colleagues to develop cross-School/Department and institution cooperation and effectivenessAble to contribute to the running of the School/Department by managing significant School/Department processesAble to monitor and manage resources and budgetsWork effectively in a team, understanding the strengths and weaknesses of others to help teamwork development |  |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audienceExtensive track record of presenting research results at group meetings and conferencesExtensive track record of delivering lectures and seminars in courses relating to different aspects of (subject area)Able to engage counselling skills and pastoral care, where appropriateAble to persuade and influence at all levels in order to foster and maintain relationships, resolving tensions/difficulties as they arise Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problemsAble to negotiate for the School/Department on key issuesAble to develop and lead key communications strategies |  |
| Other skills and behaviours | Compliance with relevant Health & Safety issuesPositive attitude to colleagues and students |  |
| Special requirements | Able to attend national and international conferences to present research results |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| [ ]  Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| [x]  No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally** (<30% of time) | **Frequently**(30-60% of time) | **Constantly**(> 60% of time) |
| Outside work  | Yes |  |  |
| Extremes of temperature (eg: fridge/ furnace) | Yes |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation  |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** |
| ## Food handling  | Yes |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV)  | Yes |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers)  | Yes |  |  |
| **PHYSICAL ABILITIES** |
| Load manual handling | Yes |  |  |
| Repetitive crouching/kneeling/stooping | Yes |  |  |
| Repetitive pulling/pushing | Yes |  |  |
| Repetitive lifting | Yes |  |  |
| Standing for prolonged periods | Yes |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) | Yes |  |  |
| Fine motor grips (eg: pipetting) | Yes |  |  |
| Gross motor grips | Yes |  |  |
| Repetitive reaching below shoulder height | Yes |  |  |
| Repetitive reaching at shoulder height | Yes |  |  |
| Repetitive reaching above shoulder height | Yes |  |  |
| **PSYCHOSOCIAL ISSUES** |
| Face to face contact with public | Yes |  |  |
| Lone working | Yes |  |  |
| ## Shift work/night work/on call duties  |  |  |  |